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teaching in the high schools of Texas

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LATIN WEEK NUMBER

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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge, and the only security which freemen desire.

Mirabeau B. Lamar

MESSAGE FROM THE PRESIDENT OF THE STATE CLASSICAL ASSOCIATION

Dear Friends of the Classics:

I wish to express to you my sincere thanks and appreciation for your co-operation and interest in the work of the Texas Classical Association.

The past year has been a successful one in many respects, especially with regard to the promotion of the Classics. Increased enrollment in Latin classes has been reported in several instances. This increase is attributed, in part at least, to the influence of the Junior Classical League. Too much can not be said for the enthusiastic and spontaneous work of this organization.

You, who are sponsors of the J.C.L. will agree with me, I feel sure, that the gratifying results compensate for the extra energy and effort required for its activities.

Let us go forward undaunted, with confidence that the work we are doing is worthwhile.

Let me urge you to plan now to attend your meeting in Waco, April 15, and also in San Antonio, November 24. In these meetings you will gain inspiration and knowledge and will enjoy the fellowship together.

Sincerely yours,

ALLENE GRAY, President,
Texas Classical Association.

MESSAGE FROM THE PRESIDENT OF THE STATE JUNIOR CLASSICAL LEAGUE

Fellow Members of the State J.C.L.:

Latin Week this year falls on March 26-April 1. The topic or theme chosen is "Classical School Days." When this date rolls around, let's all put our shoulder to the wheel and push Latin to the top. It would be wonderful if many new chapters would join our growing family.

The Public Relations Committee of each chapter should make plans now. Your chapter's activities will make good material for stories for the daily or weekly newspapers of your town. Perhaps you could make a talk before your local Parent-Teachers Association, or one of the service clubs. Then invite outstanding citizens to speak on Latin study at club meetings or in your assembly.

Above all—have a good time. Enjoy your Latin Week to the fullest and see that your teachers and fellow students enjoy it with you.

Sincerely yours,

K. K. NORTON, JR., President,
State Junior Classical League.

LATIN AND THE MAKING OF CITIZENS

O. W. REINMUTH

When father praised mother's bread and the extra effort she had put forth in making it, my brother used to pipe up, "It's easy to bake bread: you make the dough, put it in a pan and bake it." Making things is comparatively easy. Making citizens is more complicated.

Can we single out some one or two basic qualifications which are as essential to the education of the citizen as the study of physiology is to the doctor and pipe cutting is to the plumber? Amid the welter of things which the school is doing, all good, all to some degree helpful for some group, is

it possible that like Martha of old we are "careful and troubled about many things" and are slighting, if not entirely forgetting some one thing "needful" for all?

For the school cannot, nor is it fitted to do everything for the education of the citizen. Mr. Dooley had a point. "Dye think the colledges has much to do with the progress of the world?" asked Mr. Hennessey. "Dye think," replied Mr. Dooley, "'tis the mill which makes the water run?" Making citizens is an educational process, but it cannot be confined to the school nor limited to the period of formal education.

At the outset the state-supported school confined itself to general education in the common elements which were needed by all. The individual citizen paid out of his own pocket for specialistic training to make money. It has been estimated that there are today some 791 specialized jobs and professions. It would be a fine thing if the public school could train for all of them. Is there a danger that in our attempt to satisfy more fully the individual's demand for job training, we are failing to do less than adequately what public education must do for the interest of all of us collectively, if democracy is to meet the high demands now being made on it?

What is the irreducible minimum of requirement for citizenship in a democracy? A clue to an answer are our requirements of the foreigner who is applying for admission to our citizen group. We require two things: (1) that he be literate in our language and (2) that he have some familiarity with our political principles and institutions.

Now literacy, language ability, has many levels of proficiency from writing your name and reading a funny paper to understanding the language of a proposed constitutional amendment. Understanding the political principles underlying our state community runs the gamut from knowing the name of the president to the ramifications of the "due-process" clause. Training for citizenship means that insofar as the school makes a contribution to it, it can not fail to train each of its pupils to the limits of his capabilities in at least these two basic qualifications whatever else it may fail to do.

For a community depends in the final analysis upon communication. The citizen does not need to know the principles of atomic fission, but he must be able to understand the language of a law for its control. Necessary as language ability is in a nation with another form of government, in a democracy it is absolutely vital. On the lowest level of citizenship some proficiency is required, on the highest, considerable ability, for all, the greatest possible ability.

Thomas F. Woodlock in the *Wall Street Journal* puts it like this: "Democracy rests ultimately upon 'public opinion' as its base. Public opinion follows upon free speech, free interchange of ideas, judgments, and opinions. It is generated by these things. Men interchange these things by words. Sound logic it was that put grammar, logic, rhetoric as preliminary to geometry, arithmetic, music, and astronomy in the seven liberal arts in an age which was notable for the clearness of its thinking and the exactness of its expression. Both these things are absolutely necessary to the functioning of democracy as the best form of government. If we are going to educate for democracy, we had better find the best way to teach them." (Quoted by R. M. Hutchins, "Education for Freedom," *Harpers Magazine*, Oct., 1941, p. 522.)

Some prospective citizens will not be capable of developing language ability beyond an elementary stage. I personally think that there are few in this category. The reason that language ability is at such a low ebb is that, with the coming of mass education, we have put less and less emphasis upon education in language ability. However that may be, it is certainly evident to anyone who gives a moment's thought to the matter, that other qualities being comparable, the citizen with lower literacy is not in a position to participate as actively, as profitably, as significantly in the function of citizenship, as those who can deal directly with ideas expressed in language.

The citizen for whom the language of the Declaration of Independence must be translated to the level of his ability to understand, as Mencken

facetiously did, will always be at the mercy of possible distortions of simplifying interpretations, and he is always an easy prey for propagandizing demagogues. You remember Mencken's rendering of the first sentence:

"When things get so balled up that the people of a country have to cut loose from some other country and go it on their own hook, without asking no permission of nobody, excepting maybe God Almighty, then they ought to let everybody know why they done it, so that everybody can see that they are on the level, and not trying to put nothing over on nobody."

Higher literacy makes, all other things being equal, for a higher quality of citizens. Let us never forget that cardinal point. Because all cannot achieve the same proficiency in language, we must not cease to educate for the greatest degree attainable in each. Educationists have been wont to dismiss language studies with the nonchalant remark of one of them, "These are only tools, and when one needs a tool, one goes to the shop and gets it." Now many jobs, trades, and professions do not need to use the language tool to any great extent, and one may guess that this has played a large part in putting these studies into the background in the haphazard and confused pattern of education prevailing in our schools today. For the citizen of a democracy, however, language ability is the one indispensable tool. The practicing citizen who must be past the funny-paper stage of literacy, can't wait until he needs it (i.e., discovers his inadequacy in it) to go and get it. He needs it all the time. The government's interest in the school (i.e., the interest of all of us as a group) is that the school provide this tool by organized, systematic, and continuous instruction up to the maximum point of the individual's capacity to profit from such instruction.

But someone says, "Don't get so 'het up' about the matter. Don't the schools teach a person to read and write?" While it is not easy to say what is the flunking grade in literacy for the citizen in a democracy, there are many indications to show that even those who have passed through some of our best schools are perilously weak in this basic qualification for citizenship. Two bits of evidence from many:

President Conant in his 1938-39 report to the governors of Harvard University:

"From all sides academic and non-academic, we hear complaints of the average Harvard undergraduate that he cannot write either correctly or fluently."

Frederick Crane, while Chief Justice of New York, speaking before the Columbia University Law School:

"I do wish that the Law School had an effectual way of doing what the previous college experience has failed to for so many students,—teach them to speak the English language clearly. I should say that one lawyer out of fifty in my court can state clearly the facts in his case and his legal position concerning them."

We may, I think, in fairness assume *a fortiori* that what is true of the Harvard undergraduate and the graduate of Columbia Law School holds for the high-school and college student, if not in Texas, at least in many other places.

If statistical evidence is wanted, take the findings of Johnson O'Connor, head of the Human Engineering Laboratories. Using a representative list of 150 words, chosen by the Dean of the Graduate School of Education of Harvard from newspapers and magazines, he found that a sampling of high-school students missed the meaning of an average of 76 out of the 150 words. The words were arranged in an ascending scale of difficulty and excluded all technical words. This is a very poor showing in language ability reduced to its lowest common denominator,—the meaning of words. A plumber would not get by the plumber's Board with such a showing in pipe cutting.

What has the study of Latin to do with the development of language ability? Everything. On every level of proficiency, vocabulary, spelling,

grammar, on the higher levels of precision, clarity, and beauty of expression it makes its large and indispensable contribution to this basic qualification in the training for citizenship. If anything educational is past quibbling and debate, if experience, tests, investigations, and endless discussions, which have been largely devoted to explaining away the results, mean anything at all, it is this: the study of Latin appreciably heightens the ability to use English.

Witness two of many representative opinions:

Roscoe Pound, for many years the distinguished dean of Harvard Law School:

"There is no better way for the student to train himself in the choice of the very word that will fit his thoughts than by translation from Latin and Greek. Such habits are worth more to lawyers than all training which a modern school may impart."

Bliss Perry, English teacher with over a half century of experience in teaching at Harvard, Williams, and Princeton:

"Year after year in the Harvard Graduate School I used to notice that the best writers were the Canadians who kept up the Classics. No boy well trained in Latin and Greek composition ever found difficulty in expressing himself clearly in English. It was hoped that drill in the modern language would ultimately supply the discipline once given by the Classics, but thus far the results are disappointing."

The development of language ability is no simple and easy matter. Contrary to popular belief, it is not automatically acquired. When the tramp begging for a handout was rhetorically asked whether he had seen the wood pile on the side of the house and replied, "You seen me see it, but you ain't seen me saw it," his language was adequate although somewhat unconventional—even for a tramp. That level of literacy can be attained without much effort, but not the level of adequacy needed by the citizen. And yet in our schools whose main job it is to train for democracy, there are 37 courses with thousands of dollars of equipment to train people for jobs for every one course to educate in the use of language. A subject which like Latin demonstrably develops and heightens this capability is a training for citizenship in the first category and should be taught in every school in the country for those who can and are willing to pay the higher price of effort to attain the higher literacy.

Now the surprising fact is that a large effective vocabulary has been shown to be characteristic of individuals who were successful in terms of money and of influence. Defining success in terms of money—\$10,000 a year or more, in income—and in terms of control—president or vice-president of a business for five years or more—Johnson O'Connor found that success was correlated with a large vocabulary. Using the test already referred to, he found that major executives missed only 7 out of 150 word meanings. This was one better than college professors. It need not be pointed out that "in intellectual market after intellectual market," pupils with as little as one year of Latin have outranked students without Latin "two to one" in this respect.

Mr. O'Connor, a graduate of Massachusetts Institute of Technology, had for many years in his work as efficiency engineer for many business firms tried to isolate factors demonstrably connected with success. The one factor which he found indisputably correlated with it was a large vocabulary. He is now devoting the major part of his effort to promoting vocabulary building. He concludes his report of his findings with these words:

"Although it is impossible to define success rigidly or scientifically, it seems to be true that a large vocabulary is typical of successful individuals. . . . Why? The first answer seems to be that words are the instruments by means of which men and women grasp the thoughts of others and with which they do much of their own thinking. They are the tools of thought." (*Atlantic Monthly*, 153 (1934), 160-166.)

Latin is indispensable in the high-school curriculum for making citizens because of its large contribution to the second basic qualification of citizens.

Not only is the Latin pupil getting a larger vocabulary and a heightened language ability, but he is also getting a first-hand acquaintance and direct contact with the great stream of Western culture before it divided into the separate national cultures of our day. By the conscious process of transferring ideas from one set of word symbols to another, the pupil realizes that it is not the word, but the thought which the word represents that is important. It is not unrelated words and word meanings that he is studying, but words expressing basic and significant ideas in a significant context. By studying Roman civilization, even in an elementary manner, or rather, just because he is viewing this civilization in broad outline before it developed along English, French, Spanish, American, Brazilian, and Argentinian national lines, the elements common to these derivative cultures are made to stand out.

Such an approach to political institutions, social problems, religious beliefs, invites, nay compels comparison, contrast, evaluation, and judgment. It promotes, as all fuller knowledge does, tolerance and understanding. These qualities are the distinctive marks of the good citizen. For one important task of the citizen in a democracy is to evaluate the knowledge of the experts with a view to its application to broad lines of common action. Such a mountain-top view brings some order into the complex and confusing setting of present-day life, and the perceptive it gives makes possible an objective appraisal of the present scene.

Latin is not a specific preparation for any specialized job. It is a general subject whose one purpose it is to promote the higher literacy of citizens. Around a central unified theme, the Roman people at the zenith of their development, the high-school curriculum in Latin brings together various aspects of life which a compartmentalized approach tears apart. From the vantage point of years, the prospective citizen can see how his civilization "got that way" in language, politics, history, art, architecture, philosophy, and literature. All these fields and others are brought together into the focus in which the citizen, not the specialist, sees them.

As Mrs. Butler well expresses it, after she has taken her fellow-administrators on a visit to the typical modern Latin classroom:

"These hurried glances convince us that time in modern Latin classes is not devoted solely to conjugation, declension and rules. The pupils are learning English, both grammar and literature. Art is seen as a part of everyday life of a people. Geography becomes not a feat of memory, but a determining factor in the destiny of nations. No one says, 'now let's study history,' for history can not be ignored. There it is, the story of the past with its eternal truths, current history, and the implications of both for the future. The spirit of research is fostered as the desire to know more develops. The most alert are discovering the continuity of human thought, the recurrence of social and governmental problems, and timeless verities in human relations."

The experience of countless individuals could be adduced as evidence that the study of Latin has great educative value for the two qualities we have selected to discuss. A unique test seems to confirm experience. The results of this test have not been widely publicized. The American Council on Education in 1940 sponsored a National Teachers Examination. Thirty-seven hundred teachers and prospective teachers of different subjects took the test. Here was a test which would examine the quality of the tree by the fruits it bore. The teachers of a given subject should certainly possess the qualities which their subject is supposed to develop in their pupils. Each group was tested first on their proficiency in their own subject field. Here the Latin teachers ranked higher than any other subject group with a median scaled score of 73 followed by teachers of German with 70, French 69, Mathematics 68, English 67 and Biological Science teachers lowest with 63. The second battery of tests was common for all. It comprised tests in Non-Verbal Reasoning, English Comprehension, English Expression, Current Social Problems, History, Literature, Science, Fine Arts, Mathematics, Professional Information and Contemporary Affairs. The median scaled scores on the

various common examinations averaged 62 for the whole group of candidates. The corresponding figure for the Latin group was 66. The importance of language ability as an educative vehicle for general education was borne out by the fact that the next highest scores after Latin were made by the other language teachers, German, French, English, and Spanish, with the exception that Mathematics teachers outranked English and Spanish teachers, while Social Studies teachers and Physical Science teachers were at the other end of the scale. (The report of this test can be found in *Classical Journal*, 36 (1941), 357-361.)

Bacon once said that science is open to all men insofar as they bring to it the ability to understand. There are individual differences. The last two generations have seen two basic conflicting philosophies struggling for embodiment in the American school system, the one the selection and education of the best minds, the so-called training for leadership, the other the education of all, service to the many in whatever way, and to whatever degree they can be helped to utilize the abilities which they possess. These two philosophies are not irreconcilable. But under the influence of the latter we have, it seems to me, steadily weakened our education for democracy, even for that group of our young people who have the capability to achieve a higher literacy, and have largely ceased to make a formal and concerted effort in the school to develop such abilities as all have in the two basic qualifications for citizenship. If it is true that "Cultivated mind is the guardian genius of Democracy," those studies which promote and develop the qualities which citizens in a democracy must have can not be neglected by those who have the capability to profit from them.

(Read at the Luncheon Meeting of the Texas Classical Association, Thanksgiving, 1949, Fort Worth, Texas.)

PLANS FOR LATIN WEEK, MARCH 26-APRIL 1, 1950

Cleburne, according to Miss Gray, will introduce Latin Week with a seated tea from three to five on Sunday afternoon, March 26. "Our speaker will stress the value of a liberal and humanistic education. We are inviting representatives from nearby schools, State J.C.L. officers and sponsors, and parents and friends of our Latin students."

Henderson, writes Miss Gould, is working on Latin Week plans. "That is to be our aim in the next *Torch*. Miss Oppenheimer of Dallas will give a book review for us on Monday, March 27, at a State Officers Tea. To this have been invited officers and sponsors of the clubs at Marshall, Longview, Kilgore, Gladewater, Tyler, Nacogdoches, Wills Point, Paschal of Fort Worth, Cleburne, and Mineola. We are expecting 300 to attend. One day of Latin Week will be a "Take Latin" campaign; another, we initiate officers for next year; and one day there's an Assembly program using the musical farce, *Julius Caesar*."

CAMWS LATIN WEEK BULLETIN

Again this year Dr. Clyde Murley has prepared the Latin Week Bulletin for the Classical Association of the Middle West and South. Its subject is "Classical School Days." To his wide knowledge of things classical, Dr. Murley has added his full charm of presentation. The bulletin contains ample material for numerous interesting and informative programs, posters, and talks. *Every Texas Latin student should own a copy of this bulletin.* Send orders for pupils' copies to Professor Clyde Murley, 629 Noyes St., Evanston, Illinois. Prices: 1-24, 10c each; 25-99, 7c each; 100 or more, 5c each.

NOTE FROM THE NATIONAL CHAIRMAN OF THE J.C.L.

Miss Estella Kyne, Wenatchee, Washington, national chairman of the Junior Classical League, greets Texas Latin Week with the following encouraging note:

"The Texas Federation was rated first in membership for 1948-1949, with 30 active chapters. Ohio with 44 was the only state superseding Texas in the number of chapters. Washington tripled its membership from 200 to over 600 last year because a federation was organized here. Besides Texas, whose chairman is Mildred Sterling of Waco, federations have been organized in Washington, Kansas, Kentucky, Virginia, Missouri, Louisiana, Pennsylvania, and Montana. Chairmen for these states were appointed by Miss Lourania Miller, Dallas, who has done a 'super' job in selecting powerful people for these important positions.

"I want to thank you for this opportunity to increase the publicity for the J.C.L. Your *Texas Leaflet* I have found replete with some of the best reading material that I have seen. We hope that we can find a cast to give 'Diana and Endymion' as written by Miss Moon in your leaflet of last spring."

HIGH SCHOOL LATIN WEEK REPORT

MARCH 20-26, 1949

Austin: Miss Helen Hill, teacher, in making her report, says that she is highly in favor of holding Latin Week in March "before our calendar becomes too cluttered with other activities." The Latin students enjoyed a Roman festival throughout the week and made Latin live in posters, exhibits from Rome, a daily "Roamin' Roman" through the halls in a guessing game as to his identity, and climaxed the whole with a Roman banquet at the Country Club on Saturday evening. Guests were attired in Roman costumes, and the menu and program in Latin were in the form of a scroll. There was a floor show, followed by Latin readings and musical numbers. During the week, a variety show was presented three times in assembly.

Cleburne: Miss Allene Gray, teacher, writes: "Indications are that we are going to reap rewards of Latin Week and other J.C.L. activities in our enrollment next year. I do not have the figures from the other houses but in the one I keep there was a landslide for Latin compared with Spanish." During Latin Week, as reported by Mary Ruth Bobbitt, club reporter, "All roads lead to Rome" was adopted for the club activities. On Sunday the J.C.L. members attended church as a group. On Monday, they had as their guests the teachers and students of the eighth grade for a program on the values of Latin and the activities of the J.C.L. A radio play, "You're Tied to Latin," was presented on Tuesday over station KCLE. The program was one of a series sponsored by the Classroom Teachers' Association. Next day, a play, "Amo, Amas, Amat," was given in assembly. Thursday was designated as "Information Day," on which the members wore badges inscribed "Ask me about—," some phase of Roman life, or mythology, or word study. Open House was held on Friday evening in Brown Gymnasium for all Latin students, their parents, the entire faculty, and guests.

Conroe: Miss Ilanon Moon, teacher. Latin Week has become a firmly established tradition in Conroe High School. On Sunday, the J.C.L. members attended church in a body and were complimented by a sermon on "The Greatest Roman Contribution." After the service they went to the river for a picnic. On Monday evening the losers in the annual syntax contest in the first year class took the winners to the theater. The next evening they were entertained at a television party, at which Miss Moon was honored with a gift. Wednesday afternoon the Latin Week assembly program was a review of "Hamlet," the performance of which was attended in Houston that evening. For the performance, eleven boys and four girls dressed in Roman costume, including a general, three senators, seven slaves, and a Roman matron with three women slaves. After the show, a *Houston Post* photographer took numerous poses in front of the theater. The annual banquet had to be postponed to a later date.

Dallas: Forest Avenue High School, Miss Ethel Masters, teacher. The Latin students wore badges all week, which they had friends sign. There were eighty-two at the banquet in the Venetian Ballroom at the Jefferson

Hotel. Place cards were miniature "Ships of Aeneas" in green and white. At each plate were also a program and mimeographed songs. Various parts of the program were given at intermissions between courses. These consisted of a vocal and a piano solo, a prologue to "Juno Tries to Change the Decrees of the Fates" (from the Service Bureau), Speech of Aeneas, and "A Musical History of Rome," a revised and enlarged edition of the Service Bureau "Apologies to the Romans and Horace Heidt." The Principal presented the Four Year Latin Pins awards to seniors, and Miss Lourania Miller the Eta Sigma Phi medals to seniors. Miss Bette Joyce Davis, club president, presented the Special Award.

Denton: Mrs. Irl Crowder, teacher. Posters were placed in different rooms explaining the meanings of state mottoes and Latin words and phrases. The glass doors of the Latin room cabinet were decorated with the constellations. A banquet was held at the Eagle Cafe at which guests represented various characters, as Narcissus and Echo, Pygmalion and Galatea, Pyramus and Thisbe. Projects planned for a later date were an assembly program and a coffee for mothers of Latin students and prospective students.

Fort Worth: Paschal High School, Miss Anna Gardner, teacher. Miss Odell Hargrove, president of the J.C.L. chapter, made the report of the year's activities and Latin Week. One of the accomplishments of the year was to induce Carter High School to affiliate with the J.C.L. for next year. Latin Week was opened by a proclamation of the president; members wore arm bands and badges carrying out the theme, "Be Wise, Latinize." An assembly program, "The Ides of April," was presented to the student body, featuring classical, semi-classical, popular, and comedy numbers. At a school Open House, the J.C.L. members served punch in the Latin room. Displays consisted of posters, derivatives, and a special display of Caesar's war machines.

Greenville: Mrs. Norine Morris, teacher. Latin Week was opened with a breakfast for the J.C.L. members, after which they attended church as a group. During the week the organization sponsored daily Bible readings, placed mottoes on all boards, and fresh flowers in all rooms. On Information Day students wore badges that elicited inquiries about Latin and Roman affairs and mythology. An assembly play, "Amo, Amas, Amat," proved so popular that the cast was invited to present it to the pupils of the junior high school for the annual Parents' Night. The members of the J.C.L. joined with the Pan-American Student Forum in presenting "Follies of '49," a financially successful production. During American Education Week, for which the theme was "Strengthening the Foundation of Democracy," the J.C.L. put an exhibit in a local store window on "Our heritage from the past to the present and its influence on various professions and fashions."

Henderson: Miss Belle Gould, teacher. The Henderson chapter of the J.C.L. had a most active year. One of its members, Diana Klotz, was the president of the state J.C.L. organization, and was responsible for initiating and carrying out various revisions and improvements in several projects. Latin Week opened with a tea honoring the State Junior Classical League officers: Diana Klotz, Henderson, president; Margaret McAlpin, Baytown, vice-president; Bonnie Breckenridge, Wills Point, secretary; and Jeannette Trauttschold, Waco, treasurer. The sponsors of these students were invited, and sponsors and J.C.L. chapter officers from Lufkin, Commerce, Marshall, Gladewater, Longview, Tyler, Nacogdoches, and Wills Point, all of whom came except Lufkin. The tea was held in the club rooms of the Woman's Forum building, which were decorated with handsome arrangements of flowers presented by mothers of students. The register was made by Diana Klotz, each page of which contained portraits of Latin club members. In the auditorium, guests were presented with miniature copies of the club paper, *Cumera*, which contained the program, lists of local and state officers, a list of Latin Week activities, and of the achievements of the local Latin club during the year. Speakers were Miss Mary Nelson, whose topic was,

"Without Latin, What?," and Miss Martha Hankins, who spoke on "More Power to J.C.L." Both speakers were from East Texas State Teachers College, Commerce. Tea was served from a beautifully appointed table in the dining room. Other events of Latin Week were the installation of new officers, a playlet, "Pyramus and Thisbe," given in the junior high-school assembly, the annual award of J.C.L. trophies, and talks on the advantages of Latin. Lufkin was "adopted" into the J.C.L. through the efforts of the Henderson chapter.

Houston: Incarnate Word Academy, St. Thomas Aquinas Chapter, Sister M. Rosaria, sponsor. This club is restricted to girls taking third year Latin and is small. It was organized in September and at following meetings had reports on "Cicero and Modern Advertising" and "The Latin Language and Literature." In February, during probation period prospective members wore pledge ribbons. Following initiation, lunch was served by the old members in keeping with the tradition set by the class of the previous year. During the year 44 took the competitive test of *Auxilium Latinum*.

Orange: Mrs. Virginia Sims, teacher. After an interim of several years, Latin was again on the curriculum of Orange High School for the 1948-1949 session, with a beginners' class of thirty students. Early in the year a club was organized and affiliated with the J.C.L., and Latin Week was celebrated with posters, talks, and a banquet. The banquet was prepared and served by the school dietitian and her staff, and guests wore Roman costumes. The Latin newspaper of this new class and club won third award in the state contest. Mrs. Sims writes: "It is most gratifying that every student of first year Latin is signing up for the second year, and the possible enrollment for a new first year class looks promising."

Paris: Mrs. Fannie Sluder, teacher; Dorothy Burnett, reporter. Latin Week was "a big success" in Paris this year. The week was started with an editorial in the *Paris News*. On Monday, two Latin students visited each of the elementary schools. One gave a talk on the value of taking Latin, and the other told about the Latin club activities. The Latin Week number of *Hodie et Heri* was distributed to the students, and badges given out to wear all week. On Tuesday, there was an assembly program in which the significance of Latin Week was explained. Following several musical numbers, a playlet that has won favor in Paris High, "Apologies to Horace Heidt and the Romans," was presented. Wednesday evening a panel discussion of the slogan, "Sell J.C.L.!" was broadcast over station KPLT, preceded by the J.C.L. song, "The Purple and Gold." On Thursday the Latin club was host to the eighth grade pupils at a tea given in the auditorium. Miss Martha Hankins, former teacher and sponsor, was guest speaker. The J.C.L. colors, purple and gold, were carried out in decorations and refreshments.

Port Arthur: Thomas Jefferson High School, Miss Burdette Smyth, teacher, reports that the Junior Classical League has been very active all year and celebrated Latin Week with enthusiasm. As a part of the "Make Latin Live" campaign, a boys' panel discussed in a junior high-school assembly the question, "What I have gained from the study of Latin?" One of the most enjoyable programs was a skit in the form of a style show taking place on the morning before a wedding, for which the bride was dressed in white with flame veil and flowers.

San Antonio: Incarnate Word High School, Lux Latina chapter, Sister Mary Blanche, sponsor. On Monday, the chapter celebrated the return of Jackie Zoeller, a former member, from a gala "Week-end with Music" in New York, where she was selected to appear on the CBS Philharmonic program as the guest of Standard Oil Company. A group of J.C.L. members staged a program on Tuesday in the auditorium, consisting of music, two short plays, and reports on various phases of Roman life. Throughout the week a program of recruitment was carried to eighth grade students in neighboring schools to encourage them to begin Latin in their first year of high school. On Friday, the pledges to the newly-formed chapter of the

National Honor Society, all of whom were present or former members of J.C.L., were honored. Ann Dossman won first place in an essay contest sponsored by the Hermann Sons on the subject, "Fraternalism in a United America." The two "adoptions" of Lux Latina chapter, Central Catholic and Alamo Heights High School, were accepted into membership of the J.C.L. An exhibition of the work covered during the year—posters, charts, notebooks—was presented at Open House.

San Antonio: Our Lady of the Lake, Pacelli Chapter, Sister Jane Marie, sponsor, celebrated Latin Week from March 28 to April 2. On Monday, the chapter sponsored "Latin Night," a symposium composed of speakers from San Antonio high schools, on the topic, "Latin For Young Moderns." Invitations were sent to principals of all San Antonio high schools, teachers of Latin, and to Latin students and their parents. Each school was asked to send a special delegation of four students, one of whom was to take part on the program. The publicity committee had obtained advance notices of the symposium in three city newspapers, one carrying a picture, and spot announcements on four radio stations. As the large crowd gathered, each was given a "Latin Night" tag and a program with a souvenir J.C.L. pencil. Each speaker was given a "Speaker's badge," a white carnation corsage, and a tag. Miss Rose Alice Martin, alumna of Pacelli chapter and organizer of the college Latin club, was the moderator. Speakers were as follows: Walter Powell Gray of Thomas Jefferson High School on "Latin in Today's English"; Emmy Lou Jacobs of Ursuline Academy, "Latin in Advertising"; Joe Jones of Brackenridge High School, "Latin Can Be Social-Minded"; Barbara Fitzsimons of St. Gerard's High School, "Science to the Latin Student"; Joseph Anderson of Central Catholic High School, "Latin for the Professions"; Conni Parigi of Our Lady of the Lake College, "Vitamin L"; Joyce Kostelnik of St. Mary's Parochial High School, "Latin, Illumined English"; Jane Carol Jeanes of Our Lady of the Lake High School, "The Butcher, the Baker, the Candle-stick Maker"; Kathleen Kelly of Alamo Heights High School, "Latin Is Fun." As each speaker and his school were named, his sponsor was called upon and applauded. After the symposium, guests were taken to the Main Building to a reception honoring the sponsors and speakers, to which parents and principals had been sent personal invitations. The reception was held in the library, where a very attractive Latin Week display was arranged. Club officers were hostesses and Latin II members served punch and iced cakes from a table centered with a blue and gold oral arrangement. "The program was completely unrehearsed—its success was a tribute to the co-operation and helpfulness of the Latin teachers of the San Antonio high schools." On Wednesday, all Pacelli members took the *Auxilium Latinum* Latin tests. On Thursday there was a picnic lunch served by Latin I students. On Friday, the members of Latin III went to St. Mary's Parochial School to assist at the first reception of J.C.L. members in the new ANN MARIAN chapter at that school, an adopted chapter of Pacelli. Throughout the week Latin students gave talks in all the various high-school classes and the grade school, St. Martin Hall, and arranged posters and slogans. The Latin classes have more than doubled in number since the J.C.L. chapter was formed five years ago.

Terrell: Miss Mary D. Hardin, teacher. Each room in the school had a Latin motto throughout the week, posters adorned all bulletin boards, and the librarian arranged displays of new books on themes of classical interest and colorful pictures of Roman attire. A Roman style show was presented in assembly in which seventeen students modeled costumes representing various modes of life and occupations. The commentator pointed out features that reappear in this season's styles. The scene was a Roman peristyle complete with stone benches, urns, statuary, and shrubbery. A toga-clad quartet sang in barber-shop fashion two translated novelties, and a soloist sang "Femina est mutabile." On Friday night a movie was presented, "The Last Days of Pompei," together with a cartoon, "It's a Greek Life." A play was presented to the junior high-school class that will be choosing a foreign language next fall. This class attended the style show also.

Results of the week were a collection of costumes, a slightly increased treasury, a great deal of publicity at school and in the local paper, and good prospects for an increased enrollment next fall.

Waco: Moore Colored High School, Mrs. M. C. B. Ballenger, teacher, reports that her students celebrated their fifth year of Latin Week by trying to realize the practical values of Latin. Activities began with socialized recitations in every class, in which were discussed words, sayings, and activities in the everyday life of the Greeks and Romans. Classes were taken to the library and introduced to the reference books for the specific needs of each. A radio program was presented to the entire student body over the address system, with Leslie Smith announcing. It was composed of two songs in Latin, "America" and "America the Beautiful," the Lord's Prayer in Latin, a talk on "Why We Celebrate Latin Week," discussion of "The Life of a Typical Roman Family Versus an American Family" by five students, and "How the Months of the Year Got Their Origin" by two students. On Friday in assembly, a poem was read to Helen of Troy, and Latin proverbs were recited.

Waco: North Junior High School, Mrs. Mary K. Sendón, teacher. Latin Week was initiated with a meeting of the J.C.L. at which two senior high-school students talked and presented badges. On Tuesday, the class attended the high-school assembly and heard Dr. Juniper as master of ceremonies. On Wednesday, a tea was given honoring mothers of students, teachers and prospective students, J.C.L. officers of West Junior and Waco High, and members of the administration. On Thursday, Mrs. O. L. Ferguson, mother of a student, talked on Roman architecture. That afternoon the class attended the program and tea given by the senior high J.C.L. On Friday, one of the North Junior teachers, Miss Alleyne Quicksall, gave a very colorful account of her trip to Rome. The chief project of the week was the building of a miniature Roman house, constructed by Jerry Harris and decorated and furnished by members of the class. This house was one of the chief exhibits at the meeting of the State Classical Association on April 2 in Waco.

Waco: Senior High School, Misses Elor Osborn and Mildred Sterling, teachers; Miss Osborn, sponsor and reporter. On Monday, the Mayor of the high school read the annual proclamation recognizing the week. Exhibits of modern Italian and Greek imports were displayed in the corridor cases; statues, models, dolls, and books about Greece and Rome were featured in the library, with bulletin board displays about Roman life. A similar display was shown at the Public Library. Posters on the theme, "Roman Red Letter Days" were placed on the corridor bulletin boards, following the idea sent out by the CAMWS. Since Texas Latin Week is older than five years, the Roman V was interpreted as V for Victory, and a poster for each month illustrated the festival or important event mentioned in the folder. About fifty other posters showing the relation of Latin to various school subjects, vocations, and interests were placed about the corridors. Phrases in Latin were written on the boards of all classrooms suiting the subject taught there. Badges donated by a printing firm with Latin Week and date were worn all week. Good publicity was furnished by the school paper in three editions, and the Waco Sunday paper had a banner headline in the school news section. Dr. Walter H. Juniper of Baylor University on his two radio programs explained the purpose of the week. The J.C.L. president was interviewed over station WACO, and a group of students gave a radio program. Over station KWTX was presented a skit written by J.C.L. students, called "Publius Armstrongus, the All-Roman Boy." On Tuesday, the J.C.L. members were hosts to an assembly, at which forty selected students from two junior high schools were also present. Dr. Juniper was master of ceremonies in a Junior Town Meeting of the Air on the topic, "Is Latin Dead?" The four panel speakers were experts on Latin Week, J.C.L., Latin in English, and Latin background. Seventeen students composed the studio audience of questioners. On Wednesday, a program was presented to the Newcomers Club, first semester students, consisting of a parody of "Frankie and Johnny" called "Aeneas and Dido," and a

skit on Aeneas and Dido called "When a Girl Marries Twice" or "Suicide Can Be Beautiful," written by members of the Virgil class and presented in soap opera fashion. The announcer explained the courses and requirements in Latin and invited the audience to take the courses and become members of the J.C.L. On Thursday, the J.C.L. entertained all Latin students of senior and junior high schools, their parents, and selected prospective Latin students, about 150 in all. The program consisted of "A Trip Through Roman History" with sound effects; the "Aeneas and Dido" parody, short talks by three Baylor students on how their Latin and Mythology had helped them in college; and a humorous record describing the deliberations of the Pineville School Board about discontinuing the teaching of Latin, presented by Dr. Juniper. A social hour followed with punch and cookies.

Wills Point: Mrs. T. K. Provence, teacher, report made by Barbara Wilson, reporter. On Monday at a meeting of the Latin club each member received a gold badge, and a meeting was held each morning of Latin Week for a sing-song and talks. On Tuesday, members talked to the grammar grades on the values of Latin. On Wednesday, at an assembly, the club gave a program consisting of Latin songs, responsive readings; the Caesar class presented a skit, "The Death of Caesar"; and Bonnie Breckenridge, the state secretary, gave a report on the work of the local club and her trip to Henderson to the tea honoring state officers. To honor the Cicero class, Mrs. Provence and eleven students attended a Mexican luncheon. Climaxing the annual activities of Latin Week, a banquet was given on Thursday evening, at which Miss Martha Hankins spoke on "The Value of the Junior Classical League" and Miss Mary Nelson on "The Value of the Study of Latin." The other honor guest was Miss Lourania Miller of Dallas. K. K. Norton, Jr., of this chapter was elected president of the state organization for next year. S.P.Q.R., name of the Latin club, was organized in 1922, and this was its twenty-third banquet.

Wills Point: Cartwright Colored High School, Mrs. Mildred K. Mullins, teacher. Bulletin board posters featured names of scientific inventions, literary forms, state mottoes, and words in everyday usage derived from Latin. On Friday afternoon, the class gave a program of songs in Latin and themes on Roman life written by the students. Mrs. Mullins adds: "Since this was our first year to study Latin, it is my opinion that these activities did much to stimulate the interest of the present class and to arouse interest of future pupils."

LUBBOCK SENIOR HIGH LATIN DEPARTMENT RECEIVES AWARD

Because of extraordinary achievement, the Latin department of Lubbock Senior High School has been awarded a special Latin trophy by the Association for the Promotion of the Study of Latin.

The six-inch trophy, which is now on display in the room of Mrs. Novella Newsom, Latin teacher, was awarded to Senior High because of the three medals for top scores won by students during the past three years. Out of a possible 120 points students have made the following grades in nationwide Latin examinations: Joy Bowles, 1947, 117 points; Coleen Baldwin, 1948, 119 points; and Christine Toles, 1949, 116 points.

Lubbock *Avalanche-Journal*, November 13, 1949.

THE DECEMBER TORCH

The Torch, official publication of the State J.C.L., merits special commendation for its December issue, a handsome eight-page edition, containing the activities of some thirty-five chapters. As a means of furthering state organizations, 368 copies were mailed to individuals and chapters in other states, a move sponsored by Miss Miller of the national Committee on the Junior Classical League. The editor of *The Torch* is Jo Ann Orr, the sponsor, Miss Belle Gould of Henderson High School.

INTERESTED IN ARCHAEOLOGY?

LYNN KIRTLAND

The late war brought both good and evil results. Although the wholesale destruction of buildings in London was certainly an evil, the consequent clearing of debris to make way for impending reconstruction has been a good, certainly as far as the archaeologist of Roman London is concerned. Now he has a much better opportunity than ever before of examining the ancient remains of this famous city before they are either buried again or, more probably, destroyed when the foundations are made for new structures. To guide the necessary work of discovering and recording the finds from London's past, the Roman and Medieval London Excavation Council came into being; its problem is so vast that this body has asked The University of Texas to send a group of students to aid in the work on the town-wall where it appears just north of the Tower of London.

This wall, originally over three miles long, remained more or less intact till the second half of the 18th century, but only recently has it been possible to determine accurately the approximate date of its erection. In 1935, during investigations on Tower Hill, a ramp was uncovered built against the inner surface of the wall, and in the ramp were the remains of pottery dated by archaeologists to the early part of the 2nd century. If the ramp and the wall were constructed at the same time, which seems likely, then perhaps the wall was put up on Hadrian's orders to protect London at the same time that the well-known wall was built across the island far to the north of London. In the 4th century bastions were added to the wall, one of which is located in the vicinity of Tower Hill; from it have been recovered, in 1852 and 1936, portions of the funerary inscription of Gaius Julius Alpinus Classicianus, who was procurator of Britain at the time of the revolt of Boudicca in 60 A.D.

Excavations on Tower Hill have also revealed the only guardroom found so far; it was part of the wall near the place where there once existed the only postern gate of which we know. There can be no doubt, therefore, that the students from Texas will be working in an important spot, but no one can predict on what phase of Roman life their efforts will throw light. Students or teachers interested should contact Professor Lynn Kirtland, The University of Texas, Main Building 2605.

SPRING MEETING OF THE STATE CLASSICAL ASSOCIATION

Miss Allene Gray, president of the Classical Association, has called the spring meeting for 11 A.M., April 15, at the Hamilton House, 1521 Austin Avenue, Waco. Cards for luncheon reservation will be mailed later by the secretary. All state Latin teachers are invited, and it is hoped that a good representation will be present.

SUMMER SESSION AT THE UNIVERSITY OF TEXAS

The Summer Session at the University will consist of two terms of six weeks each. The First Term will be from June 7 to July 19, the Second Term from July 20 to August 30. Graduate work in Latin, including course work and direction of M.A. theses and Ph.D. dissertations, will be offered in both terms. In the First Term the graduate work will be under the direction of Dr. O. W. Reinmuth, in the Second Term under Dr. H. J. Leon. Teachers desiring refresher work in Latin may visit or enroll for the undergraduate courses in Elementary Latin and in Caesar, Cicero, and Virgil. In the Second Term there will be a graduate course in Cicero's Orations.

For information about the work in the Department of Classical Languages write to Dr. H. J. Leon, The University of Texas, Austin. For information about the work of the Summer Session generally and for the Summer Catalogue write to the Registrar of the University.

